“It’s Parts of Speech, Teach!”

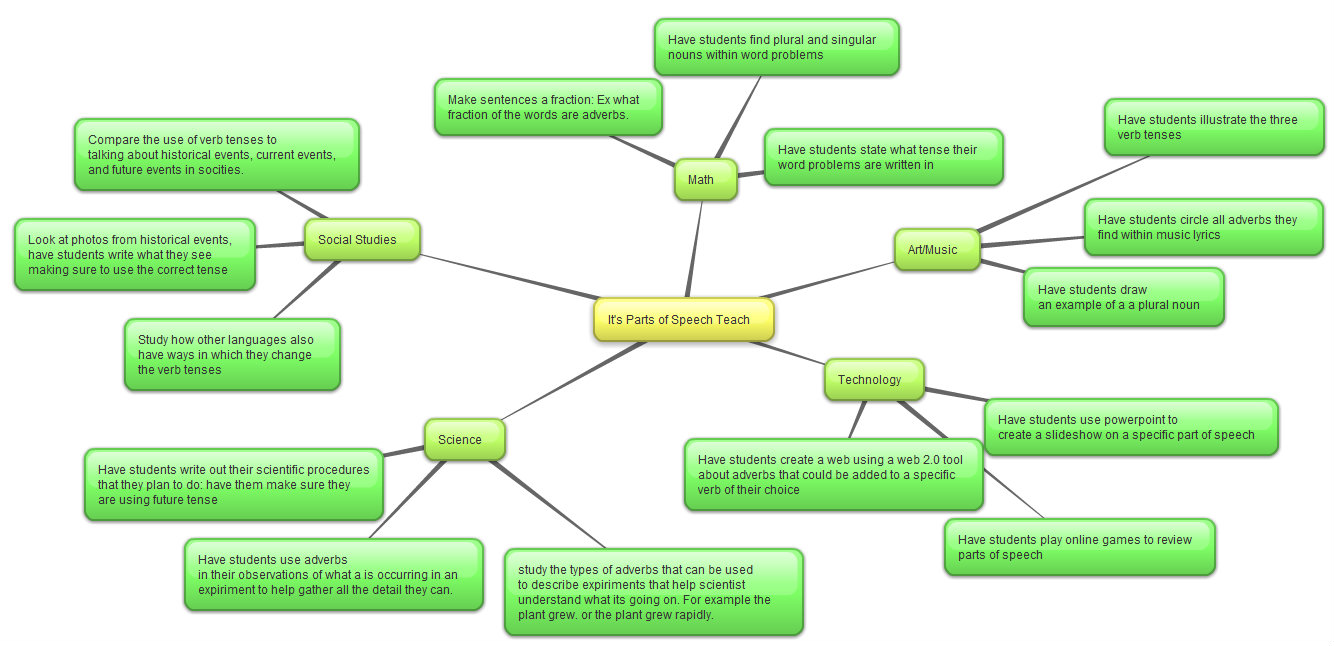
Jamie Fowler

April 16th, 2012

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| **UNIT PLAN ORGANIZER** | Candidate’s Name : Jamie Fowler  Grade Level: Junior  Semester \_\_\_\_Spring\_\_\_\_ Year 2012 | |
|  | | |
| Unit Title: It’s Parts of Speech Teach! | | |
| Statement of Unit Goal: (Please remember that a goal cannot be measured.)  Students will appreciate the multiple parts of speech.  Common Core Language Arts Standard/s:  Conventions in Standard English:  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  TN Language Arts Standard/s:  **GLE 0301.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling  Checks for understanding-􀀳 **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns**(including nouns as subjects and objects, singular, plural, and possessives), **pronouns**(including subject and object pronouns, substitution for nouns, agreement with antecedents),**verbs** (including past, present, and future tenses; irregular verb; agreement with simple andcompound subjects), **adjectives** (including vivid descriptive words, comparative/superlative,articles), and **adverbs** (including common formation and placement in a sentence). | | |
| Assessment tools: (Each lesson must have at least one assessment tool.)  Check list  Rubric  Observation | | |
| Vocabulary to be taught:  Verb  Verb tenses  Singular noun  Plural noun  Adverb | | |
| Child-related Web sites:   * [http://eslgamesworld.com/members/ games/ClassroomGames/Quizshow /Verb% 20Tenses%20Past,%20Future,%20Perfect %20Present/index.html](http://eslgamesworld.com/members/%20games/ClassroomGames/Quizshow%20/Verb%25%2020Tenses%20Past,%20Future,%20Perfect%20%20Present/index.html) * <http://www.vocabulary.co.il/parts-of-speech/> | | Teacher-related Web sites:   * <http://www.scholastic.com/teachers/> * <http://www.webenglishteacher.com/grammar.html> |
| Trade books: Include the title and author.  *Dearly, Nearly, Insincerely: What Is an Adverb?* By Brian Cleary  *If You Were a Verb* by Michael Dahl  *Up, Up and Away* by Ruth Heller | | Other textbooks or media: |
| Supplies needed:  Game sheets  White boards  Dry erase markers  Stop watches  Many magazines (appropriate for children to flip through)  Scissors  Construction paper  glue  Chart paper with singular and plural noun columns  Class library available for students tofind passages to use in the exercise  Paper  Pencils | | For the purposes of this lesson, the introductory and culminating activities will be separate from the lesson plans.  Introductory Activity for Unit:  The teacher will introduce the parts of speech unit by having the children get in groups and each will be given a part of speech they already know. They will make a paper chain with each link having an example of this part of speech. After reviewing the parts of speech they know the teacher will then introduce the new parts they will be learning this week and how they will be digging deeper into some of the parts they already know.  Culminating Activity for Unit:  After the unit is over the students will be divided into groups again and will be given a new part of speech they have learned. They will make a paper chain like they did in the beginning of the unit. After this they will connect all the previous chains and the news ones to hang in the classroom to show all of the parts of speech they know! |
| Links to other content areas: The unit must directly relate to at least three of the content areas listed below. Identify the self-selected areas and provide a semantic map indicating how the areas are addressed.  **See Attached web.**  1-Math  2-Science  3-Social Studies  4-Music-Art  5-Technology | |



**Date of Lesson**: April 16th, 2012

**Major Content:** Language Arts

**Unit Title:** It’s Parts of Speech, Teach!

**Subject:** Verb Tenses

Grade Level: 3rd

Number of Students: 20

**It’s My Past, Present, and Future**

**Lesson Goal:**

Students will understand the importance of verb tense.

**Objectives:** (Objectives can be measured.)

1. The students will review verb tenses through web 2.0 game.

2. Students will change the tense of a verb in a given sentence

3. Student will be able to rewrite a story by changing all of the verb tenses.

**Supporting Standards**

1. Common Core Standards for Language Arts

Conventions in Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

1. Language Arts Standards: (These come directly from the TN State Department of Education.)

**GLE 0301.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling

Checks for understanding-􀀳 **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns**(including nouns as subjects and objects, singular, plural, and possessives), **pronouns**(including subject and object pronouns, substitution for nouns, agreement with antecedents),**verbs** (including past, present, and future tenses; irregular verb; agreement with simple andcompound subjects), **adjectives** (including vivid descriptive words, comparative/superlative,articles), and **adverbs** (including common formation and placement in a sentence).

**Required Prior Knowledge/Skills:**

Students will need to have a basic understanding of past, present, and future verb tenses.

Students will need to also understand subject- verb agreement for rewriting their stories.

**Connection to Real Life:** The connection for verb tenses can be as simple as it helps with communication. If you ask a friend “Do you have a cookie?” Then you are asking it in present tense. If you ask “Did you have a cookie?” Then the meaning has completely changed.

**Bloom’s Taxonomy –**

**Knowledge-** Students will be identifying and located verbs

**Comprehension-** Students are discussing the importance of verb tenses in stories

**Application-** Students are modifying the sentences by changing the verb tense

**Multiple Intelligences –**

Linguistic- Students will be working with words and language through the lesson.

Interpersonal- Students will be working on teams for the review

Intrapersonal- Students will be working alone when completing their passages

Bodily- Kinesthetic – Students will be up and moving and coming up to the board when it is their turn for the review game.

**Differentiated Instruction -**

Advanced- Students who are advanced in this area will be given the task of rewriting the story in all three tenses.

Students not understanding- will be given simple sentences or short passages to work on.

**Materials:**

Class library available for students tofind passages to use in the exercise

Paper

Pencils

White boards and dry erase markers

**Time:** 35-40 min

**PROCEDURES:**

**Set:** Studentswill be sitting on the carpet in front of the smart board. The students will be divided into two teams (teacher chosen) for the beginning of the lesson.

*Attention Getter***:**

Students will be divided into two teams and will play this jeopardy style review game to get them thinking about verb tenses.

<http://eslgamesworld.com/members/games/ClassroomGames/Quizshow/Verb%20Tenses%20Past,%20Future,%20Perfect%20Present/index.html>

After the game the teacher will explain that they will be working on changing verb tenses in sentences and stories. She will explain that the reason they need to learn verb tenses is to help in their communication skills. For example she may say “There is a fire in the school!” In this case students should line up and get out of the building, but if she said “There was a fire in the school.” Then it holds completely different meanings. The teacher will go over a few things like this to show the importance of verb tenses in communication.

*REMEMBER*

* Write down questions to plan to ask your students before the lesson.
* How will the teacher check for understanding? – You may want to do some quick assessments. For example, put your hand on your head when you hear me read the ending of the story.
* Always have a student or two repeat your directions. This is a good way to check for understanding.

**First Step of the Tennessee Instructional Model**

The teacher will write the sentence “Jane went to school.” She will ask the students what tense the verb “went” is. After receiving the correct answer the teacher will write a second sentence, “Jane is going to school.” The teacher will again ask what tense this is. Lastly, the teacher will write, “Jane will go to school.” She will again ask what tense this is in. She will then explain that she changed the sentence by changing the verb tenses. She will then ask students how it makes the sentence different?

**Second Step of the Tennessee Instructional Model**

This time the teacher will write the sentence, “ Billy plays baseball.” After she writes this she will ask what tense the verb is. She will then ask how could she make this past tense? After hearing responses she will write the correct answer on the board , “Billy played baseball.” She will then ask how she can make it future tense. Again she will listen and write the correct answer on the board, “Billy will play baseba

**Third Step of the Tennessee Instructional Model**

The teacher will write the sentence “the dog licked the bowl”. The students will be asked to use their white boards and rewrite the sentence in future tense. After the teacher has checked the boards they will then be asked to write the sentence in present tense. Again, the teacher will check their work.

**Fourth Step of the Tennessee Instructional Model**

The students will be asked to find a passage of at least four sentences from any book in the classroom. After they have picked out their passage they will rewrite the passage in a different tense. When doing this students will include the title of the book and the page so the teacher can use it for reference if any questions arise.

**CLOSURE**

After the stories are complete the teacher will ask some of the students to read their original passage and then the new one. She will ask students how verb tenses changed the stories? After brief discussion the teacher will review that the lesson today was focusing on changing the verb tenses in stories and sentences.

**ASSESSMENT**

**Assessment: Each objective must have a matching assessment.**

*Objective 1:* The students will review verb tenses through web 2.0 game.

**Matching Assessment:** Students will play the jeopardy verb tenses game. Each student will participate.

***Objective 2:*** Students will change the tense of a verb in a given sentence

**Matching Assessment:** Students will change the verb tense using their white boards.

***Objective 3*:** Student will be able to rewrite a story by changing all of the verb tenses.

**Matching Assessment:** Students will participate in rewriting a passage from a book, changing all of the verb tenses.

**Include Assessments and/or assessment tools**

See attached checklist and rubric.

**Supplemental Activities:**

The jeopardy game will be available for students at computer time.

Students writings will be compiled into a book of verb tenses and will be added to the class library for students to be able to read during free time.

**Reflection:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently next time?

By implementing this lesson what new insights about your own teaching did you learn?

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| CATEGORY | **1** | **2** | **3** | **4** |
| **Changing verb tenses** | Did not properly change the tenses for most verbs | Properly changed the tenses for some verbs | Properly changed the tense for most verbs | Proerly changed the tenses for almost all verbs. |

Sample verb tense changing

Original passage

My little sister at 1 hare.

We thought she’d throw up then and there.

But she didn’t.

Changing the tense from past to future

My little sister will eat 1 hare.

We think she will throw up then and there.

But she won’t.

**Date of Lesson**: April 16th, 2012

**Major Content:** Language Arts

**Unit Title:** It’s Parts of Speech, Teach!

**Subject:** Singular and Plural nouns

Grade Level: 3rd

Number of Students: 20

**Two Bees or not to Bee**

**Lesson Goal:**

Students will appreciate the use of plural and singular nouns.

**Objectives:** (Objectives can be measured.)

1. Students will list singular nouns and the corresponding plural noun.

2. Students will identify the correct plural noun of a given set of nouns.

3. Student will create a chart of magazine clippings putting them into the category of singular or plural noun and writing the correct noun underneath.

**Supporting Standards**

1. Common Core Standards for Language Arts

Conventions in Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

1. Language Arts Standards: (These come directly from the TN State Department of Education.)

**GLE 0301.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling

Checks for understanding-􀀳 **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns**(including nouns as subjects and objects, singular, plural, and possessives), **pronouns**(including subject and object pronouns, substitution for nouns, agreement with antecedents),**verbs** (including past, present, and future tenses; irregular verb; agreement with simple andcompound subjects), **adjectives** (including vivid descriptive words, comparative/superlative,articles), and **adverbs** (including common formation and placement in a sentence).

**Required Prior Knowledge/Skills:**

Students will need to have a basic understanding of the generalizations of how correct endings in plural nouns. For example –s,-es, -ies.

Students will need to have basic understanding of plural and singular nouns, this lesson provides review and practice.

**Connection to Real Life:** Plural and singular nouns can be very important when communicating with people. It can be the difference between getting a cookie and getting cookies.

**Bloom’s Taxonomy –**

**Knowledge-** students are locating and identifying plural and singular nouns.

**Comprehension-** students are explaining and discussing the verbs they chose for their chart

**Application-** students are constructing a chart

**Analyze**- students are sorting and categorizing the verbs as plural or singular

**Multiple Intelligences –**

Linguistic- working with words through the whole lesson

Interpersonal- working on teams at the beginning of lesson, also talking with peers at end of lesson

Intrapersonal- working alone on magazine picture chart

Bodily- Kinesthetic – cutting and gluing magazine pictures

Spatial- working with pictures from the magazines

**Differentiated Instruction -**

Advanced- students who are advanced in this area may be given the task of also finding proper nouns.

Students not understanding- will be given pre-selected magazine clippings to sort into singular and plural and will attempt to write the words with correct endings, but main focus will be to help gain understanding of singular and plural.

**Materials:**

Many magazines (appropriate for children to flip through)

Scissors

Construction paper

glue

Chart paper with singular and plural noun columns

White board

Dry-erase markers

**Time:** 35-40 min

**PROCEDURES:**

**Set:** Studentswill be sitting on the carpet in front of the chart paper. The students will be divided into two teams (teacher chosen) for the beginning of the lesson.

*Attention Getter***:**

Students will be divided into two teams and will line up on either side of the chart paper.

The teacher will explain that one team will come up with a singular noun while the other team must come up with its proper plural noun and write it on the chart. Each round the teams will switch roles on who comes up with the singular and who comes up with the plural.

After the game is over the teacher will explain that they will be practicing recognizing and writing singular and plural nouns. She will explain that the importance of singular and plural nouns lies within communication. The difference in singular and plural can be the difference in getting a cookie or cookies, the difference in getting a puppy or getting puppies.

*REMEMBER*

* Write down questions to plan to ask your students before the lesson.
* How will the teacher check for understanding? – You may want to do some quick assessments. For example, put your hand on your head when you hear me read the ending of the story.
* Always have a student or two repeat your directions. This is a good way to check for understanding.

**First Step of the Tennessee Instructional Model**

The teacher will write on the board the word “cow”. Under this she will then put the words “cows, cowes, and cow.” She will then circle the correct plural of cow and will explain why she circled the one with the –s using the generalizations taught in earlier lessons.

**Second Step of the Tennessee Instructional Model**

This time the teacher will write the word “ baby”. Under it she will write “babys, babyes, and babies.” The teacher will ask the students which one is the correct one. Then she will explain using the generalizations why the –ies ending is correct.

**Third Step of the Tennessee Instructional Model**

The teacher will write the words “girl, boy, and dress” on the board. Under each she will write three options (girles, girlies, girls) (boies, boys, boyes) (dresss, dressies, dresses). The students will use their white boards to write the correct plural noun. The teacher will walk around and check the students work. If a student is struggling she may stop and review the generalizations with the student to lead them in the right direction.

**Fourth Step of the Tennessee Instructional Model**

The students will be given the task of finding magazine pictures that show plural and singular nouns. After finding these pictures they will glue them under the correct heading of singular or plural. They will then write the correct word under the picture.

**CLOSURE**

The students will bring their charts up to the front and share with surrounding classmates the nouns they found. After sharing the teacher will review that they were practicing plural and singular nouns.

**ASSESSMENT**

**Assessment: Each objective must have a matching assessment.**

*Objective 1:* 1. Students will list singular nouns and the corresponding plural noun.

**Matching Assessment:** Through the game at the beginning of the lesson the students will either be producing a singular noun or finding the corresponding plural.

***Objective 2:*** Students will identify the correct plural noun of a given set of nouns

**Matching Assessment:** The teacher will give students a singular noun and options for the plural. The students will write the correct answers on their white boards.

***Objective 3*:** Student will create a chart of magazine clippings putting them into the category of singular or plural noun and writing the correct noun underneath.

**Matching Assessment:** the students will create a chart of magazine pictures, correctly labeling them as singular or plural, and writing the correct word endings underneath the picture.

**Include Assessments and/or assessment tools**

See attached checklist and rubric.

**Supplemental Activities:**

The student’s artwork (collages) will be displayed in the classroom.

Students will have access to online practice on singular and plural nouns.

**Reflection:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently next time?

By implementing this lesson what new insights about your own teaching did you learn?

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| Student name | Game  (check for understands or notes on what they struggled with) | White boards  (check if understands, notes if had to receive help or if they did not understand.) |
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| CATEGORY | **1** | **2** | **3** | **4** |
| **Plural and Singular**  **Correct plural endings** | Did not put the nouns in correct category most of the time  Did not put correct endings most of the time | Put the nouns in correct category some of the time  Put correct endings some of the time | Put the nouns in correct category most of the time  Put correct endings most of the time | Put the nouns in correct category almost all of the time- all of the time  Put correct endings almost all- all of the time |

**Date of Lesson**: April 16th, 2012

**Major Content:** Language Arts

**Unit Title:** It’s Parts of Speech, Teach!

**Subject:** Adverbs

Grade Level: 3rd

Number of Students: 20

**Learning Adverbs Quickly**

**Lesson Goal:**

Students will appreciate the use of adverbs to enhance writing and speech.

**Objectives:** (Objectives can be measured.)

1. Students will play adverb Simon says

2. Students will come up with adverbs when given a verb.

3. Students will play adverb game.

**Supporting Standards**

1. Common Core Standards for Language Arts

Conventions in Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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Checks for understanding-􀀳 **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns**(including nouns as subjects and objects, singular, plural, and possessives), **pronouns**(including subject and object pronouns, substitution for nouns, agreement with antecedents),**verbs** (including past, present, and future tenses; irregular verb; agreement with simple andcompound subjects), **adjectives** (including vivid descriptive words, comparative/superlative,articles), and **adverbs** (including common formation and placement in a sentence).

**Required Prior Knowledge/Skills:**

Students must have understanding of what a verb is.

**Connection to Real Life:** The importance of adverbs involves improving writing.

**Bloom’s Taxonomy –**

**Knowledge-** students are identifying adverbs.

**Comprehension-** students are explaining and discussing their adverb choices

**Synthesis-** students are generating a list of adverbs

**Multiple Intelligences –**

Linguistic- working with words through the whole lesson

Interpersonal- students participate in class discussions

Intrapersonal- game is played individually

Bodily- Kinesthetic – playing adverb simon says

**Differentiated Instruction -**

Advanced- students who are advanced in this area may be given the task of finding adverbs that enhance adjectives and other adverbs.

Students who are having trouble- will play the game with the teacher so she can monitor and reteach.

**Materials:**

Game sheets

White boards

Dry erase markers

Stop watches

**Time:** 35-40 min

**PROCEDURES:**

**Set:** Studentswill be sitting on the carpet in a circle.

*Attention Getter***:**

The teacher will explain to the students that they are going to play simon says. With a catch, of course! This game is adverb simon says. Not only does the teacher give a verb to act out but an adverb in which the students must also follow. Before beginning the teacher will ask students what a verb is. After reviewing she will explain what adverbs are and give examples. Like talking loudly, running slowly, blinking fast, etc. Then let the games begin. The teacher will play a few rounds of this and then explain that today they are learning about adverbs. She will explain that it is important to learn adverbs to help increase detail within their writing. She will then write the sentence “The dog ran down the street.” Then she will tell the students she is going to add an adverb, “The dog ran quickly down the street.” She will then ask which sentence has more detail? And which sentence gives a better picture in your mind of what it is saying?

*REMEMBER*

* Write down questions to plan to ask your students before the lesson.
* How will the teacher check for understanding? – You may want to do some quick assessments. For example, put your hand on your head when you hear me read the ending of the story.
* Always have a student or two repeat your directions. This is a good way to check for understanding.

**First Step of the Tennessee Instructional Model**

The teacher will write a verb on the board, “walking”. Then she will begin to list adverbs that could describe how the subject was walking. “slowly, quickly, merrily, crookedly, sideways, straight, etc.” To give students an idea of what adverbs entail.

**Second Step of the Tennessee Instructional Model**

This time the teacher will have the students give her a noun and she will list a few adverbs to go with it. She will also write a word that is NOT an adverb and ask her students if it is correct. If yes or no they will have to explain why.

**Third Step of the Tennessee Instructional Model**

The teacher will write the verb “talking” on the board and the students will be instructed to write an adverb on their white boards that would go with the verb. The teacher will walk around and check the adverbs. If students are struggling she may give a few more examples. “running, eat, swim, etc.”

**Fourth Step of the Tennessee Instructional Model**

The students will be given the task of playing the adverb game. In this game the teacher will pick verbs and the students will be given sixty seconds \ to come up with as many adverbs as they can that go with the verb. After four rounds of this students will come back up front.

**CLOSURE**

The students will discuss and share the adverbs they came up with and the teacher will compile a list that can be displayed on the wall. The teacher will ask students what adverbs are. After discussion the teacher will close by stating the objectives for the lesson.

**ASSESSMENT**

**Assessment: Each objective must have a matching assessment.**

*Objective 1:* Students will play adverb Simon says

**Matching Assessment:** The teacher will be “Simon” and will lead students in a game of adverb simon says. (checklist)

***Objective 2:*** Students will come up with adverbs when given a verb.

**Matching Assessment:** Teacher will write verbs on the board and students will write one their white boards adverbs that could enhance the verb (checklist)

***Objective 3*:** Students will play adverb game

**Matching Assessment:** the students will play the adverb game and turn in their worksheets that have all of their adverbs listed. (rubric)

**Include Assessments and/or assessment tools**

See attached checklist and rubric.

**Supplemental Activities:**

The adverb game will be available during reading centers for students to play**.**

**Reflection:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Were there any unexpected occurrences? If so, describe them.

What will you do differently next time?

By implementing this lesson what new insights about your own teaching did you learn?

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| Student name | Game  (check for understands or notes on what they struggled with) | White boards  (check if understands, notes if had to receive help or if they did not understand.) |
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| |  | | --- | | Teacher Name: **Ms. Fowler**    Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **1** | **2** | **3** | **4** |
| **Adverbs** | Student did not correctly identify adverbs to go with the verb during the game | Student wrote a few adverbs but struggled with the concept | Student wrote a good amount of adverbs | Student exceeded in amount of adverbs. |

Reflection

Through this unit I focused on one of the standards within the common core standards.

\* Conventions in Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

This standard encompasses a variety of subjects and alone could take weeks. That is why I decided to have a unit that focused on it, because it was such a large amount of information. I think that this standard allows for extreme flexibility in teaching and allowed this unit to come together smoothly.

Most of the strategies I used can be implemented in a various ways. What I enjoyed so much when writing these lesson plans was the flexibility of the strategies and how I could adapt and adjust to fit any lesson. I had review games, collages, story writing, and word games. I think that all can be adapted and implemented in multiple ways. For example the plural and singular nouns chart collage could be anything it could be nouns and verbs, numbers, plants, animals, it can be adapted to so many other lessons.

I believe that my assessments were great in the fact that they assessed my objective clearly. The plural and singular noun chart showed that students not only knew the difference in the two but could identify the correct names. The adverb game showed that students not only understood adverbs but could now connect them to verbs and use them in their writing. The changing of the passage showed that the students could identify the verb tense, and change the tenses. I think they all aid in instruction because they show what the children have learned and what needs to be addressed again.